

Students' Motivation in Learning English by Using Content Language Integrated Learning (CLIL) Approach in Management class Economic Faculty at Muhammadiyah University

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Abstract: Content and Language Integrated Learning (CLIL) refers to a teaching and learning process where students learn other subjects such as physics or geography through a foreign language and also learn a foreign language through content-based subjects. This study was a classroom action research, which aims to increase students' motivation in learning English through the Content and Language Integrated Learning (CLIL) approach. Previous research at management class discovered that most the first -grade students were passive and needed more motivation to learn English. This research was conducted in collaboration with the English teacher who served as the study's observer. This study was divided into two cycles, each with two meetings. It was carried out over seven meetings, including a preliminary study and completing a questionnaire. According to observations, student participation in cycle 1 was 48.28% at the first meeting and 65.52% at the second. Meanwhile, student participation in Cycle 2 has increased. Student participation was 75.86% at the first meeting and 86.2% at the second. These findings indicate that student participation has met the study's success criteria, namely, 75% or more of the total number of students increased. In the first meeting, the student's participation was 75,86%, and in the second meeting was 86,2%. This result indicated that the student's participation had achieved this research's success criteria, more than 75% or more of the total number of students.

Keywords: CLIL; Learning English; Students' Motivation

Introduction

CLIL is regarded as a catch-all term for a wide range of educational knowledge (Sylvén & Thompson, 2015). According to previous research, CLIL is an effective to teaching English as a second language because it allows students to develop their language skills while also providing access to new concepts through meaningful content (Arulselvi, 2016). As a result, we can conclude that the CLIL approach positively impacts students' language skills and language components (Denman et al., 2013). Because what the teacher says is varied, students will be engaged with the CLIL teaching approach (Yang, 2015). It will influence students' motivation to learn English, causing them to be motivated to learn English.

A preliminary study related to the condition of students in terms of student learning motivation is conducted prior to conducting the research. A preliminary study is conducted by interviewing the English teacher of the classroom (see Appendix B) and observing the classroom for a few meetings. A preliminary investigation in the form of an

interview was conducted. at management faculty on November 1st, 2023. The teacher described the condition of the class while teaching an English lesson. She said most students seemed bored and tended to be passive. On November 3rd, 2023, the researcher observed the classroom and found that the teacher's statements were true during the interview. The teacher used a conventional teaching approach while teaching. It caused students to become bored and then become passive students during the lesson. Students only focus on what the teacher wrote on the whiteboard without concern for their own understanding of the content the teacher conveys. The researcher also used the observation guide to assess students' participation in the teaching and learning process when they were taught using the traditional teaching approach. On the same date, November 3rd 2023, the researcher distributed questionnaires to the students to check their motivation in learning English. The researcher found that 79,3% of A class, students lack motivation to learn English. The questionnaire results show that the average of students answered less than 4, which means that students are less motivated to learn English. In order to address the issue that occurred in the A class, the researcher and English teacher agreed to conduct classroom action research in this class on increasing students' motivation to learn English through the use of the CLIL approach.

Some previous researchers such as (Coyle, 2013), (Doiz et al., 2014), (Sylven & Thompson, 2015), (Denman et al., 2013), (Pfenninger, 2016), (Mede & Çinar, 2019), (Pladevall-Ballester, 2019), (Heras & Lasagabaster, 2014) agreed CLIL could increase students' motivation in learning second/Foreign Language. The linguistic performance of CLIL students is satisfying in certain language skills and language components such as speaking, writing vocabulary, and morphology (Yang, 2015). It shows that CLIL students are better at verbal than non-verbal skills. (Mede & Çinar, 2019) added that CLIL drives students to focus on communicating and thinking by themselves, so they tend to be more creative and risk-taking while communicating (Yang, 2015). However, some research found that CLIL students had low performance in receptive skills, such as listening, reading, and grammar (Lasagabaster, 2011); (Mede & Çinar, 2019);(Navarro-Pablo & García, 2018); (Yang, 2015), because CLIL students focus on practice rather than theory (Mede & Çinar, 2019). (Lasagabaster, 2011) said that teachers need some more time to see the benefit of the CLIL approach on students' receptive skills. Another drawback of the CLIL approach is the low students' self-concept and the time-consuming material preparation (Pfenninger, 2016). (Navarro-Pablo & García, 2018) If CLIL is appropriately designed, it will produce a typical learning experience.

Some research has found that CLIL students are more motivated than non-CLIL students (Denman et al., 2013);(Doiz et al., 2014);(Heras & Lasagabaster, 2014);(Mede & Çinar, 2019); (Navarro-Pablo & García, 2018); (Pladevall-Ballester, 2019); (Sylven & Thompson, 2015); (Yang, 2015). Motivation in this context refers to students who have a more positive attitude toward learning English as the target language ((Doiz et al., 2014); (Mede & Çinar, 2019) ; (Sylven & Thompson, 2015). Additionally, (Navarro-Pablo & García, 2018), (Heras & Lasagabaster, 2014), (Yang, 2015), and (Pladevall-Ballester, 2019) stated that students are motivated when they are involved in the learning process, their self - confidence is increased, and they tend to take risks in communicating using the target language. CLIL students are more motivated because they

practice what they have learned in the learning process (Yang, 2015). CLIL students reported that CLIL can help them to prepare for their future careers (Denman et al., 2013) and cross-cultural communication with a stranger speaking a different language user ((Denman et al., 2013); (Pfenninger, 2016); (Sylven & Thompson, 2015). It is because CLIL students have more time for discussion using the target language, and the topic of the discussion is related to real context and culture (Coyle, 2013). (Tarja & Moore, 2019) they are stated that CLIL integrates content and language to develop the target language. CLIL as a learning approach for student motivation has been researched by various researchers in various countries around the world, including (Coyle, 2013) in the United Kingdom, (Doiz et al., 2014) in Spain, (Lasagabaster, 2011) in Basque, (Sylven & Thompson, 2015) in Sweden, (Yang, 2015) in Taiwan, (Denman et al., 2013) in Rotterdam, (Pfenninger, 2016) in Switzerland, (Mede & Çinar, 2019) in Turkey, (Navarro-Pablo & García, 2018) in Italy, (Pladevall-Ballester, 2019) in Spain, (Heras & Lasagabaster, 2014) in Basque. Meanwhile, research on CLIL in Indonesia is still limited, particularly on using the CLIL approach to increase students' motivation to learn English. As a result, a study titled "Enhancing Students' Motivation in Learning English by Using a CLIL Approach" was held. Based on the above background, the research problem is: Can the CLIL approach increase students' motivation and active participation in English learning? This chapter presents a theoretical review. It includes CLIL background, CLIL issues, CLIL in ELT context, how to teach students using CLIL, steps in lesson planning, applying CLIL, motivation in learning English as a foreign language, previous study on CLIL, and actions hypothesis.

Methods

This study's design is Classroom Action Research. Classroom action research is applied research that aims to solve a specific classroom problem or decide at a single local level (McMillan, 1992). So, the research process in Classroom Action Research involves repeating cycles of four steps: planning, acting/ implementing, observing, and reflecting, intended to solve a practical problem in the teaching process. This classroom action research was intended to overcome students' lack of motivation to learn English.

The researcher must conduct the classroom action research in collaboration with another researcher or team (Arikunto, 2020). Concerning that statement, this Classroom action research was conducted collaboratively with the English teacher for eighth graders at A class to solve the problem, particularly in improving students' motivation to learn English. The collaboration occurred in four stages: planning, implementing, observing, and reflecting. The current study's classroom action research was conducted using the cycle model depicted in the diagram below (Elliott, 1991)

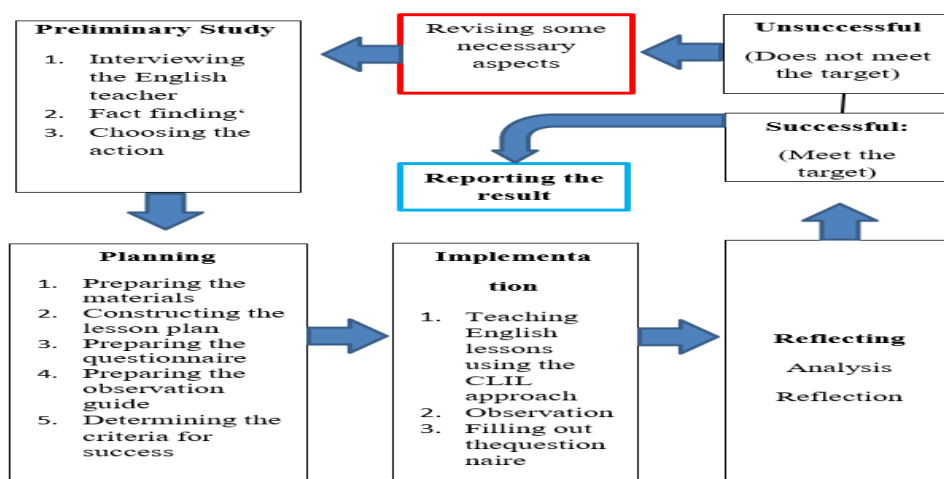


Figure 1. Diagram of The Classroom Action Research

Research Context

This research will be conducted at the first semester at management that is located in economic faculty District, Jember City. The student's mother tongue is Javanese, and the language they use in the classroom to communicate with the lecture is Bahasa Indonesia. English is rarely used for their communication. Therefore, their ability to speak English still needs to improve. There are some reasons why the school is chosen.

- a. An interview with the English teacher of The first semester found that most grade students need more motivation and do not participate in learning English.
- b. The English lecturer of Economic faculty never applied the CLIL approach to the teaching process.

Research Participants

The participants in this study were the second grade students from the second semester at management economic faculty.

Data Collection Method

The researcher used a questionnaire and an observation checklist to gather data on students' active participation. The data collection methods are described below.

The Data Analysis and Reflection of the Action

Data analysis and reflection were required to determine the students' improvement in motivation after being taught using the CLIL approach.

a. Data Analysis

- 1) To calculate the percentage of students who participated in the teaching and learning process, the researcher used the following formula:

$$E = \frac{A}{N} \times 100\%$$

Where:

E: The percentage of students who participated

A: The total number of students who participated in the CLIL teaching-learning process

N: The total number of students participating in the CLIL teaching and learning process. (Adopted from (Cohen et al., 2007)

This action research was categorized as successful if the percentage of the students who were active in the CLIL teaching-learning process was $\geq 75\%$

2) This formula was used to analyze the results of the students' questionnaire.

Empowerment = (item 5 + item 12 + item 16 + item 18) / 4 Useful = (item 1 + item 9 + item 13) / 3 Success = (item 2 + item 4 + item 7 + item 10) / 4 Interest = (item 6 + item 8 + item 17) / 3 Caring = (item 3 + item 11 + item 14 + item 15) / 4 (Adopted from (Jones, 2009).

This action research was successful if each component of the total number of students reached ≥ 4 of 6

a. Reflection

This step was carried out to reflect the outcome of the researcher's actions. It discussed the questionnaire and observation results. The purpose of the reflection was to determine whether or not the students' motivation has improved and whether the CLIL approach positively impacts students' English learning. The outcome of the reflection became a guide for carrying out the next Cycle. The action was completed if the success criteria were met and the difficulties were resolved.

Results and Discussion

The research was carried out in three meetings during Cycle 1. The first and second meetings were carried out using the CLIL approach, while the third meeting was used to fill out the questionnaire. The first meeting was done on Wednesday, November 10th 2023. The researcher taught quantifying the determiner by integrating it with science. The topic given to the students for the first meeting was "Three States of Matter". The researcher raised this topic because *is* and *are*, which would be appointed in the quantifying determiner (There is/There are), are closely related to the states of matter. To Be 'is' was used for liquids and gasses that cannot be counted, whereas 'are' was used for plural solids. The topic of States of Matter was raised to be content in the learning process aiming to make the topic easy for students to comprehend since states of matter were something they face daily.

The second step of this stage was *relating the topic to the learning objectives*. The teacher gave a concise text to the students about the Three States of Matter. Students were asked to identify the use of *is* and *are*. Then, the teacher asked students about the use of *is* and *are*; some students guessed by raising their hands. Unfortunately, there was no such thing as a correct student response. The teacher next utilized the text to demonstrate how to use *is* and *are*.

The last stage in this Cycle was *closing*. The most active group received five stars from the teacher. The teacher would then reward the group with the most stars. After rewarding the students, the teacher asked about what they had learned that day and how much they enjoyed the class. Most of the students liked the

lesson that day. Some of them gave 3 stars. Most gave 4 stars on that day's learning. Then, the teacher asked students to tidy up before closing the lesson.

Active Students:	Passive Students:
$E = A/N \times 100\%$	$E = A/N \times 100\%$
$E = A/N \times 100\%$	$E = 15/29 \times 100\%$ E = 51,72%

The percentages showed that 48,28% or 14 of 29 students were active participants, and 51,72% or 15 of 29 students were passive participants in the teaching-learning process using CLIL. This result indicated that the student's participation was less than 75% of the total number of students. The class had 29 new students at the second meeting. According to the meeting 2 Cycle 1 observation sheet, there were 19 active participants and 10 passive participants. The percentage of students who attended the second meeting was calculated using the formula below.

Active Students:	Passive Students:
$E = A/N \times 100\%$	$E = A/N \times 100\%$
$E = 19/29 \times 100\%$ E = 65,52%	$E = 10/29 \times 100\%$ E = 34,48%

The percentage showed that 65,52% or 19 of 29 students were categorized as active participants, and 34,48% or 10 of 29 students were categorized as passive participants in the English teaching-learning process using the CLIL approach. This result showed that the student's participation in the second meeting was higher than in the first meeting but still less than 75% of the total students. From the percentage above, the success criteria of students' active participation still needed to be achieved.

Discussion

The result of Reflection in Cycle 1

Based on some weaknesses of cycle 1 above, it was important to solve the problem in order to give a better result in the next Cycle. To solve the weak aspect number 1, the researcher needed to choose an activity that did not spend too much time and could make students more focused on the topic they were learning. Too many activities in cycle 1 caused students to lack focus; therefore, some were anxious about doing the exercise. To solve the weak aspect number 2, the researcher needed to decrease the vocabulary given to students in the next Cycle and choose a vocabulary that was more commonly found to make students easier to remember. The difficult vocabulary found by the students caused students to feel hesitant to express their opinions or engage in discussion with the teacher. To solve the weak aspect number 3, the researcher needed to pay more attention to the students and encourage them in the learning process. The weak aspect number 3 affected students' active participation. Their lack of confidence caused them to be hesitant to answer and ask questions to the teacher. Relating to the weak aspect number 4, it seemed students got bored when the teacher brought up the same topic as what had been previously presented in the first meeting. To solve the weak aspect number 4, the researcher needed to vary the theme between the first and the second meeting. The researcher also needed to choose a fresh theme to increase students' new knowledge. According to (Setyani & Ismah, 2018), students would

be more engaged in the learning process if the topic provided by the teacher attracted students' curiosity. The Implementation of the Action in Cycle 2

The implementation of cycle 2 was done in three meetings. The first and second meeting was done by teaching using the CLIL approach, and the third meeting was for filling out the questionnaire. The first meeting was done on Wednesday, 1st of December, 2021. 29 students attended this meeting. The researcher here was the English teacher, and the English teacher of the class as an observer. The teacher taught comparative and superlative degrees by integrating it with astronomy. The theme given to the students in the first meeting in cycle 2 was about Objects in our Solar System. The researcher raised this theme because this theme is fresh and increases students' new knowledge. Students would know about the biggest planet, which was bigger, Earth or Mars, the furthest planet in the solar system, etc. And thus, this theme was related to Comparative and Superlative degrees.

The first stage in the teaching and learning process was the introduction. The teacher did the introduction as she did in Cycle 1. The next stage was implementing the main activities. The first step was, talking about objects in the solar system. As usual, the teacher asked students to make a group consisting of 4 students. It aimed to stimulate students to always communicate and cooperate with their friends. Next, the teacher asked the students about the solar system. The teacher encouraged students always to talk and answer the teacher's questions. After showing pictures about the solar system, the teacher gave students new vocabulary. The teacher then made some guesses for the students regarding the picture they had identified. Some of the students seemed to discuss the question asked by the teacher to their group.

The second meeting in cycle 2 was held on Wednesday, December 8, 2021. The activity in the second meeting was similar to that in the first meeting about comparative and superlative degrees, but it was integrated by geography (Earth). To avoid students' boredom, the researcher changed the theme of the second meeting. The researcher followed the same steps as in the first Cycle 1 meeting. After greeting the students, the researcher asked some leading questions before setting behavior goals for the day.

The next stage was implementing the main activities. The first activity in this stage was talking about the Earth. After dividing students into some groups, the teacher showed the picture of the Earth through Google Maps. While showing the picture, the teacher gave students new vocabulary. Then, the teacher played a video about the Earth. Students were asked to pay attention. After watching the video, the teacher asked students about their knowledge of the Earth. The teacher asked, "How many oceans on the earth? || , -What is the most dangerous ocean on the earth? || , -What is the biggest continent on the earth? || .

Last, closing. As usual, the teacher appreciated the most active student and the most active group. Afterward, the teacher asked students what they had learned that day. The teacher then asked students how much they liked the lesson. Most of them raised five fingers, which means five stars. Then, the teacher asked students to tidy up and close the lesson.

The Result of Observation in Cycle 2

In cycle 2, the English teacher of 8H observed each meeting. The observer used the same observation sheet as in cycle 1. Students were considered active participants if they met at least three of five criteria, and the research was considered successful if 75% or more of the total number of students were active. Appendix F also included information on student participation in the first and second meetings of Cycle 2.

Active Students:	Passive Students:
$E = A/N \times 100\%$	$E = A/N \times 100\%$ $E = 7/29 \times 100\%$
$E = 22/29 \times 100\%$ $E = 75,86\%$	$E = 24,14\%$

The percentages showed that 75,86%, or 22 of 29 students were active participants, and 24,14%, or 15 of 29 students, were passive participants in the teaching-learning process using CLIL. The student's active participation was demonstrated by the percentage above. 298 H students attended the second meeting of cycle 2. According to the meeting 2 Cycle 2 observation sheet, there were 25 students who were active participants and 4 students who were passive. The percentage of students who attended the second meeting was calculated using the formula below.

Active Students:	Passive Students:
$E = A/N \times 100\%$	$E = A/N \times 100\%$ $E = 4/29 \times 100\%$
$E = 25/29 \times 100\%$ $E = 86,2\%$	$E = 13,8\%$

The result of the Questionnaire in Cycle 2

On Wednesday, 24th of November 2021, the researcher asked students of 8H to fill out the questionnaire. 29 students filled out the questionnaire;

From the above chart, it can be seen that the average of empowerment (M) reached 5,36 of 6, usefulness (U) reached 5,66 of 6, successful (S) reached 4,78 of 6, interesting (I) reached 5,89 of 6, and care (C) reached 5,55 of 6. The interesting (I) component always got the highest points. It showed that the CLIL approach effectively attracted students' interest and kept them engaged in the teaching-learning process. The component that got the second-highest point was usefulness (U). It showed what students had learned in the class was useful for their short- or long-term goals. The third highest point was care (C). The CLIL approach could make students believe their teacher cared about their ability to learn English. Using the CLIL approach, students felt empowered (M) by making decisions in the learning process, and they also believed that they could succeed (S) in doing the assignments in English class. Each point in the MUSIC Model Motivation questionnaire of Cycle reached more than equal to 4. Therefore, we may infer that the questionnaire results in cycle 2 succeed to meet the success criteria of the research.

The Result of Reflection in Cycle 2

The second reflection occurred after the results of the observation and questionnaire were known. Cycle 2's teaching and learning process is efficient and

methodical. The steps and activity were completed successfully. The students were also involved in the learning process. According to observations, most of the students in 8H actively participated in the teaching-learning process. It was clear from the way they followed the researcher's instructions and the results of the observation sheet from the observer that students had improved themselves to be more active and confident in the learning process. In the first meeting of this Cycle, 22 of 29 students (75.86%) were active participants. The second meeting revealed that 25 of 29 students (86.2%) were classified as active participants in the English teaching and learning process using the CLIL approach. The outcome of the student's participation in cycle 2 met the success criteria in this study.

The Improvement of Students' Motivation in Learning English by using CLIL Approach in Pre-Study, Cycle 1, and Cycle 2

The Result of Supporting Data

This Subchapter presents the result of supporting data. They include the result of the interview and the result of documentation. The detail is elaborated in the following parts.

The Result of the Interview

The researcher then asked whether the students lacked motivation to learn English, and the teacher said that some lacked motivation. However, there were those who were enthusiastic in learning. She stated that three classes lacked the motivation to learn English, the lowest of which was 8H, with the lowest average class score. According to the teacher, students in 8H were too active and did not pay attention when the teacher delivered the learning material. They continued to do the same thing even after the teacher's repeated instructions to pay attention. The cause was that students got bored easily during the learning process. The teacher's teaching strategy was conventional, in which students were expected to listen to the teacher and work on their worksheets. The teacher used conventional teaching methods because she considered she needed to have the pupils completely fill out the student worksheets (LKS). The 8H English teacher expected her students to enjoy the learning experience and better understand the learning content delivered.

The result of Documentation

Documentation was used to obtain supporting data for the research participants' names list. The research participants were 29 eighth-grade students from SMPN 1 Kalibaru during the 2021/2022 academic year. Class 8H was chosen as the research participant because, according to the eighth grade English teacher, the students in this class lacked motivation to learn English and had the lowest total average score among all classes in eighth grade. The names of the participants were used to create an observation sheet to determine whether they were active or passive in the learning process. The list of names is also used to enter student scores while completing research exercises., which would be submitted to the English teacher of the class as the students' weekly scores.

Conclusion

The CLIL approach was used in the classroom action research to increase eighth-grade students' participation and motivation in learning English. This study was conducted in two phases. The results showed that student's participation in the first meeting of cycle

1. was 48,28% and 65,52% in the second meeting, indicating that the percentage of students' participation in cycle
2. did not meet the target. After conducting cycle 2 research, the percentage showed that the students' participation in the first meeting was 75,86% and the second meeting was 86,2%, indicating that the students' participation target was met. The results of the questionnaire in cycles 1 and 2 revealed a significant increase as well. In cycle 1, empowerment (M) reached 4,47 of 6, usefulness (U) reached 4,96 of 6, success (S) reached 3,87 of 6, interest (I) reached 5,50 of 6, care (C) reached 5,05 of 6. The questionnaire result of cycle 1 had not met the target, because the success (S) component was still less than 4. Meanwhile, in cycle 2, empowerment (M) reached 5,36 of 6, usefulness (U) reached 5,66 of 6, success (S) reached 4,78 of 6, interest (I) reached 5,89 of 6, care (C) reached 5,55 of 6. The questionnaire results in cycle 2 showed that all components in MUSIC Model of Motivation reached more than 4 which means the questionnaire result in cycle 2 was achieved the target. It also means that students' motivation to learn English was successfully improved.

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